DOCUMENT RESUME

ED 114 667 CE 005 549

AUTHOR Treat, Kathryn; And Others
TITLE Competencies Needed by 4-H Volunteers for the Use of Incentives. Incentives in 4-H Monograph Series.
INSTITUTION North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS AGENCY Extension Service (DOA), Washington, D.C.
PUB DATE [75]
NOTE 10p.

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Leadership Qualities; Leadership Training; *Motivation; *Performance Specifications; Volunteer Training; *Youth; *Youth Clubs; *Youth Leaders
IDENTIFIERS *4 H Clubs

ABSTRACT

The central concern of the study was to formulate a statement of compentencies that would aid a volunteer 4-H leader in his/her effectiveness in the use of incentives when working with youth. Tentative competencies were categorized in the areas of (1) assessing and evaluating member behavior; (2) communicating and interacting; (3) developing personal skills; (4) developing member self-concept; and (5) planning, conducting, and evaluating educational activities. Learning modules will be prepared from these competency statements for volunteers. (Author/EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED1146667

Competencies Needed by 4-H Volunteers for the Use of Incentives

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE005549

INCENTIVES IN 4-H MONOGRAPH SERIES

Competencies Needed by 4-H Volunteers for the Use of Incentives

Kathryn Treat
Jerry Parsons, Project Director
David Burnette
Brenda Foster

Incentives in 4-H Research and Development Project, Department of Adult and Community College Education, North Carolina State University, the Agriculture Extension Service in Cooperation with Extension Service, USDA

10/3/75

"The trip to National 4-H Congress in Chicago is the ultimate 4-H incentive." "Association with peers is an incentive for older 4-H members." "Those that don't win, drop out of 4-H." These were the comments of volunteer 4-H Leaders when they were asked what they thought incentives were, and how they used them in the 4-H program.

The variety of replies indicated differences of opinion and knowledge about incentives and how they are used, as well as numerous problems in the use of incentives when working with youth. The key question then became, "What do volunteer 4-H leaders need to know if they are going to use incentives effectively when working with youth?". This was the concern of a research team at North Carolina State University whose goal was to prepare a series of learning modules focusing on incentives and motivation.

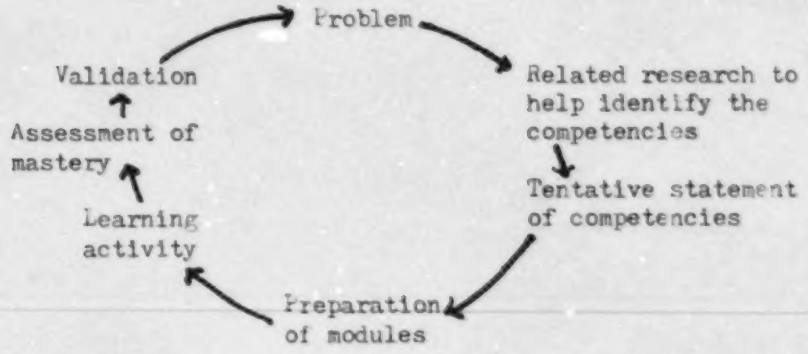
This monograph interprets this question in terms of competency-based education, and identifies a set of competencies needed by volunteers to effectively use incentives.

Competency or performance-based education is an emerging concept in the field of education. Stemming from the ideas of John Dewey and Experimentalism, competency-based education is a system of education which places emphasis on the specification, learning and demonstration of competencies which are of central importance to the effective practicing of a given role, profession, or career. (1) Competent is defined as the ability to perform, while competencies are the specific knowledge, skills or behaviors needed to complete a task.

This philosophy has application beyond the formal educational system, and can be applied in any situation where the skills to

perform a role can be identified. The process of applying competency-based education involves identifying the problem or role to be performed, conducting or surveying related research to identify the competencies, and a tentative statement of competencies. From these statements learning modules can be prepared which focus on the skills, knowledge, or behaviors, and which assess mastery of the competencies.

The following model is a guide for the process: (2)



In the use of a competency-based education model, it is first necessary to identify a specific problem. In this project, the problem focused on one aspect of the role of the 4-H volunteer - the competencies or skills needed to utilize incentives in working with youth. A statement of competencies related to the use of incentives in 4-H was not available, thus an exploratory study was conducted.

A literature review provided insight into some of the basic concepts related to the problem, but was not adequate to serve as a research base to rank the specific competencies needed by volunteers. As a result, a research study (3) was undertaken to

prioritize these competencies.

Utilizing a modified Delphi technique, five panels, (State 4-H staff members, Cooperative Extension specialists, county 4-H agents, volunteer 4-h leaders, and other educators), identified and ranked a listing of 30 competency statements. The statements came from the literature review, panel members, and interviews with professionals and volunteer 4-H leaders. The study concluded with two listings of the statements, one a rank order in terms of degree of skill or understanding needed by volunteers, and a ranking in terms of the perceived training needs of volunteer 4-H leaders. This report is the third step in the process of developing a competency-based education program, and utilizes the research to help formulate the tentative statement of competencies.

These competency statements will form the basis for implementing the module preparation phase of the process. A series of learning modules will be prepared, with volunteer 4-H leaders as the primary audience. (4)

Tentative Statement of Competencies

Initial analysis of the data in the study revealed five basic qualities of adults working with youth. Furthermore, the leader competencies could be categorized into five areas - assessing and evaluating member behavior, communicating and interacting, developing personal skills, developing member self-concept, and planning, conducting, and evaluating educational activities. (5)

Basic Qualities of Adults Who Work with Youth

Some of the high ranking competencies are more aptly described

as general qualities of adults who work with youth. Although these competencies were related to the use of incentives, they are also associated with the leader's over-all leadership and interpersonal relationships with young people. Therefore, modules related to the use of incentives should not be directed to these competencies.

The qualities a volunteer 4-H leader who works with youth should possess are:

> a positive self-concept, and the ability to relate to children, parents and other leaders.
>
> a regard for the basic worth of each individual as a human being.
>
> an objectivity and tolerance in coping with varying philosophies of youth, parents, and other leaders.
>
> perception that leadership fulfills both leader and youth needs, but not at the expense of anyone.
>
> a high priority to the personal development of each individual person.

Assessing and Evaluating Member Behavior

The volunteer 4-H leader should understand needs of youth, developmental stages, and behavior of youth. The relationship of incentives to these behaviors are vital to effective adult guidance to youth.

The volunteer 4-H leader should:

> know how youth learn, and how rewards reinforce learning.
>
> possess a broad understanding of the biological, psychological, and sociological development of youth, and relate incentives to development.
>
> perceive the relationship of incentives to the fulfillment of different needs.

Communicating and Interacting

Skill in communicating and interacting reflects the ability of the volunteer 4-H leader to communicate with youth, parents, and other leaders. Improved communication skill enhances the perception of values, and needs of others. It also fosters a sharing of ideas with others that may contribute to personal growth and improved leadership.

The volunteer 4-H leader should:

possess communication skills, both verbal and non-verbal, with emphasis on improved listening ability.

Developing Personal Skills

In leader training, some aspects contribute directly to the growth and development of the individual. Development of self-concept enables the individual to function more effectively as a person and as a leader.

The volunteer 4-H leader should:

recognize and clarify personal values, understand the values of youth, and know how incentives relate to these values.

understand the relationship and use of incentives to the basic philosophy and purpose of 4-H.

Developing Member Self-Concept

A fundamental assumption is that incentives are neither good or bad, but it is the way in which they are used that is of primary importance. The way leaders use incentives can enhance the growth and development of the young person when they are used within the framework of young people's needs, values, and developmental stages. Therefore the leader must be skilled in recognizing and understanding

the unique individuality of each young person.

The volunteer 4-H leader should:

> be sensitive to the unique individuality of each young person, and utilize different incentives as appropriate.

Planning, Conducting and Evaluating Educational Activities

In this area the leader must express his/her knowledge of incentives and incorporate them into the design of an educational activity. There must be diversity to meet individual needs, as well as recognition of different developmental stages.

The volunteer 4-H leader should

> understand the pros and cons of different types of competition.
>
> utilize the concept of competition in ongoing activities as appropriate.
>
> understand the concept of cooperation.
>
> know what incentives are and distinguish between extrinsic and intrinsic incentives.

Summary

The central concern of this study was to formulate a statement of competencies that would aid a volunteer 4-H leader in his/her effectiveness when using incentives. The competencies are categorized in the areas of assessing and evaluating member behavior, communicating and interacting, developing personal skills, developing member self-concept, and planning, conducting and evaluating educational activities. Learning modules will be prepared from these competency statements for volunteers. If a 4-H volunteer is competent in these areas, then he or she will be interacting with young

people in ways which will help these young people to grow, develop, and maximize their potential.

Footnotes

1. Joe Klingstedt, "Philosophical Basis for Competency-Based Education," Educational Technology, XXII (November 1972), 10-14.

2. Benjamin Rosner and Patricia M. Kay, "Will the Promise of C/PBTE be Fulfilled?", Phi Delta Kappa , LV (January 1974), 290-295.

3. The details of this study are reported in Incentives in 4-H Monograph, "Competencies of Volunteer 4-H Leaders in the Effective Use of Incentives: A Need Assessment Study."

4. Criteria for the development of these modules are in Incentives in 4-H Monograph, "Selecting, Evaluating, Developing Modules: A Criteria."

5. Adaptation of categories of behavior, The Florida Catalog of Teacher Competencies, Florida State Dept. of Education: Tallahassee, 1973.